

E.V. Cain Middle School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	E.V. Cain Middle School
Street	150 Palm Avenue
City, State, Zip	Auburn CA, 95603
Phone Number	(530) 823-6106
Principal	Scott Johnson
Email Address	sjohnson@auburn.k12.ca.us
Website	evcain.auburn.k12.ca.us
County-District-School (CDS) Code	31-66787-6031033

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	E.V. Cain Middle School
Phone Number	(530) 885-7242
Superintendent	Amber Lee-Alva
Email Address	aleealva@auburn.k12.ca.us
Website	www.auburn.k12.ca.us

School Description and Mission Statement (School Year 2020-2021)

SCHOOL DESCRIPTION:

E.V. Cain Middle School serves approximately 600 students in grades sixth through eighth. We offer a dynamic education integrating 21st-century skills with a technology integrated, academically rigorous, core body of knowledge in all content areas with a focus on STEAM (Science, Technology, Engineering, Arts, Mathematics) education.

MISSION STATEMENT:

E.V. Cain is a community where all are valued, creating successful learners one student at a time.

E.V. Cain believes all students can learn and can be successful. The staff believes that a strong foundation in science and mathematics provides a critical component to a successful 21st-century career. We believe in integrating technology throughout the curriculum. The STEAM curriculum provides:

- Embedded technology across all curricular areas which provides support that meets the varied learning needs with multiple learning levels and student populations.
- Combined traditional and inquiry-based instructional practices to ensure that students master both concepts and skills in all of their classes.
- Active engagement in learning, providing opportunities for critical thinking, for asking challenging questions, for problem-solving and decision making, for creativity and innovation, and to develop both personal and group responsibility.
- Integrated, spiraling concepts in our teaching so that students revisit core skills and concepts many times throughout the year.

- Focused project-based learning instruction which encourages students to be “risk-takers” in a safe, rigorous learning environment.
- STEAM aligned electives and enrichment opportunities to engage and inspire STEAM career opportunities.

SCHOOL VISION:

EV Cain strives to cultivate lifelong learners with an emphasis on academic excellence, character development, and community involvement, representing the best in Auburn. Together CAIN Can!

SCHOOL MOTTO:

Together CAIN Can! Community, Achievement, Integrity, Now

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 6	194
Grade 7	236
Grade 8	238
Total Enrollment	668

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	1.3
Asian	1.3
Filipino	1.8
Hispanic or Latino	31.7
Native Hawaiian or Pacific Islander	0.3
White	55.8
Two or More Races	4
Socioeconomically Disadvantaged	54.8
English Learners	11.2
Students with Disabilities	14.1
Foster Youth	0.1
Homeless	6.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	33	31	27	
Without Full Credential	0	2	2	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January, 2021

Auburn Union Elementary School District held a Public Hearing on September 9, 2020 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	College Board's Springboard 2020	Yes	0.0%
Mathematics	CPM Adopted 2014	Yes	0.0%
Science	Prentice Hall Adopted 2007	Yes	0.0%
History-Social Science	McGraw Hill Impact 2020	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Glencoe Adopted 2009	Yes	0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

E.V. Cain Middle School was originally constructed in 1949 and is currently comprised of 40 classrooms, dedicated science labs, 2 gyms, outside amphitheater, band room, library, teacher workroom and staff lounge. E. V. Cain currently 1:1 take home chromebook device and EVC has a stationary computer lab. The sports facilities include 2 baseball diamonds, soccer and football fields, and 2 blacktops with 10 basketball courts and a climbing structure. Every classroom is equipped with a projector, document camera, every teacher has a laptop computer and Promethean Smart Boards are being deployed in every classroom, February 2021. All of our restrooms are in good working condition. Facility information is current as of January 2021.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November, 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	The FIT found 100% were rated the highest mark of "OK". New HVAC, MERV 13 filters installed.
Interior: Interior Surfaces	Fair	The FIT found 79.55% were rated the highest mark of "OK" with 9 "D" Deficiencies mostly dealing with flooring needing repair. AUSD is working to remedy.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	The FIT found 100% were rated the highest mark of "OK". We are lucky to have sufficient and effective janitorial staff. We have a clean and well maintained school.
Electrical: Electrical	Good	New LED lighting added. The FIT found 93% were rated the highest mark of "OK" with 3 "D" Deficiencies dealing with missing lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	The FIT found 97% were rated the highest mark of "OK" with 3 "D" Deficiencies dealing with: dangling supply line, and 2 water fountains out of service.
Safety: Fire Safety, Hazardous Materials	Good	The FIT found 100% were rated the highest mark of "OK".

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	The FIT found 98% were rated the highest mark of "OK" with 1 "D" Deficiencies due to siding needed for a south exterior wall of a building.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The FIT found 99% were rated the highest mark of "OK" with 1 "D" Deficiencies due to a loose door handle.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	48	N/A	43	N/A	50	N/A
Mathematics (grades 3-8 and 11)	38	N/A	37	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	29	N/A	27	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Parents provide great support at E.V. Cain Middle School. Parental involvement is available through our school's Parent-Teacher Club which has regular meetings and many opportunities to assist students and staff. The PTC continues to support the increase in technology for STEAM related opportunities. Additionally, they sponsor a number of after-school clubs and programs and support our positive school culture efforts including quarterly rewards assemblies for students with a 3.0+ GPA and/or perfect attendance, Breaking Down the Walls, and the Breakfast of Champions. The School Site Council (SSC) provides valuable input into the School Plan for Student Achievement and the Comprehensive School Safety Plan. Additionally, the SSC seeks to inform our goals and alignment of our expenditures to meet our strategic goals. Parents regularly attend school rallies, participate in school spirit opportunities, and actively volunteer for dances, enrichment clubs, and field trips. Weekly parent communication and email allow our parents up-to-date information about the activities occurring on our campus.

Parent University: AUSD has been offering parent classes and informationals on a variety of subjects.

Wellness Center: Through a grant and partnership with Placer County Office of Education, EV Cain Middle School has services on campus that support students with group counseling, individual counseling, and classroom education on Social Emotional Learning. We are in the first year of a three year grant. The Wellness Center consists of two classroom spaces utilized by a MFT credentialed person and a classified staff member who has been trained in SEL practices. Any staff member can refer a student for evaluation of services right here on campus. Services are provided with parental consent and partnership.

PBIS Team: PBIS has been in place and was launched several years ago at EV Cain. A team consisting of EV Cain staff, PCOE staff, Wellness Center staff and parents make up the team that is going through retraining for EV Cain to re-launch PBIS at our school. The team has monthly training with PCOE and has bi-monthly work sessions to re-launch PBIS in 2021-2022.

Parent Week Ahead/ Remind/ Website: In order for parents to be involved they must be informed of all school events and happenings. The Parent Week Ahead is a weekly newsletter emails to parents with information on the coming week, announcements and parent involvement opportunities. The principal uses Remind!, an app service that he can text blast reminders and short notices to parents. This app also enables parents to text Mr. Johnson directly for concerns, feedback and questions. Mr. Johnson answers these texts as a personalized and direct form of communication. The website is utilized for a static source of information on EV Cain.

E. V. Cain Middle School also benefits from partnerships with the Auburn Education Foundation, Mother Lode Foundation, Kiwanis, Rotary and Lions Clubs, Auburn Police Department, Auburn Fire Department, the Placer Arts Council, Placer Health and Human Services, the Coalition for Auburn and Lincoln Youth, the Latino Council, and Kids First.

Contact Information:

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact E.V. Cain Middle School at (530) 823-6106.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	10.8	4.1	6.1	4.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.1	3.8	2.5
Expulsions	0	0	0.05

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The safety of students and staff is a primary concern of E. V. Cain Middle School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake, fire and evacuation standards. The School Site Safety Plan was last reviewed and updated on February 3rd, 2021 by the School Site Council and then sent to Auburn Police and Fire Departments. All revisions were communicated to both the classified and certificated staff on March 3, 2021. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Earthquake, Fire, Lockout (formerly Shelter in Place), and Lockdown drills are conducted on a regular basis throughout the school year. During school hours all visitors and volunteers sign-in at the office and wear identification while on campus. All school personnel wears badges identifying them as district employees. Our school employs two Campus Monitors who provide additional campus-wide supervision throughout the school day. The School Resource Officer serves as a member of our extended safety team. Staff performs duties on the campus before and after school to monitor student behavior and safety issues. Boys and Girls Club, in partnership with E.V. Cain, provides a supervised after-school program which includes tutoring and physical activities.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	22	10	9	2	21	11	8	5	22	7	14	2
Mathematics	24	4	13	1	22	6	12	2	23	7	13	2
Science	28		15	1	29	1	13	2	29	1	15	1
Social Science	28	1	12	3	32		8	6	29		14	2

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	668

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	2.8

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,632	\$4,067	\$7,566	\$72,301
District	N/A	N/A	\$8,079	\$70,962
Percent Difference - School Site and District	N/A	N/A	-6.6	1.9
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	-2.4	-10.8

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

In addition to general state funding, E.V. Cain Middle School receives state and federal funding for the following categorical funds and other support programs:

- Supporting Student Instruction, Title II, part A
- Lottery
- State Block Grants

E.V. Cain Middle School currently partners with PCOE Wellness Grant/ Center (Fall 2020), Auburn Police Department and Placer County Sheriff Department to provide a safe school environment. Auburn Boys and Girls Club provides after school academic and recreational opportunities for students. E.V. Cain also provides before and after school academic support in a designated classroom. Bilingual academic support is available to all students. All academic support programs have full access to technology.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,060	\$50,574
Mid-Range Teacher Salary	\$67,996	\$76,649
Highest Teacher Salary	\$87,690	\$98,993
Average Principal Salary (Elementary)	\$101,735	\$125,150
Average Principal Salary (Middle)	\$112,119	\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary	\$150,521	\$193,925
Percent of Budget for Teacher Salaries	30.0	34.0
Percent of Budget for Administrative Salaries	5.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Auburn Union School district provided over 70 hours of professional development (PD) in 2019-2020 in addition to three district-wide designated PD days. AUSD's district-wide PD for teachers centered around writing. Area Three Writing Project provided 2 district-wide full-day sessions for grade level certificated staff and management, followed up with 3 grade level training days for transitional kindergarten through fifth grade certificated staff. Additionally, AUSD offered a wide variety of training during school closures due to the COVID-19 pandemic. Training included but was not limited to textbook publisher support, technology training, social-emotional support, designated English Learner Development strategies, and Illuminate Education. Rigor Relevance training was provided to managers as well as Multi-Tiered Systems of Support (MTSS) training for managers and teacher leaders.

In 2020-2021, AUSD provided Distance Learning Guidebook training, as well as a variety of teacher-led workshops during our three, calendared district-wide PD days. AUSD also provided designated and integrated English Learner Development training, Google Platform training, Priority Standards training, Illuminate assessment and data management training, and a variety of offerings amounting to over 100 hours of professional development to support students' academic and behavioral needs. To determine what training was needed, AUSD surveyed teachers and administrators and analyzed student academic screener and common assessment data.

In addition, Parent University provides training on important academic and social-emotional topics specifically designed for AUSD families.

Teachers are supported throughout the year through district-wide professional development led by teachers, administrators, coordinators, and outside consultants. Additionally, teachers are supported through "Teachers Teaching Teachers" informal training and collaborative conversations during weekly PLC Meetings and bi-weekly staff meetings. The topics for professional development range from technology, social-emotional learning, assessments, Illuminate data management, priority standards, rigor and relevance, student engagement strategies, special education, English Learner strategies, and more.